

2014 NDACTSNE Fall Newsletter



North Dakota Association of Career & Technical Special Needs Educators

September 2014

WELCOME

Greetings fellow NDACTSNE members!

Welcome back to school! I hope you all had a relaxing and rejuvenating summer. It was great seeing many of you at the annual PDC conference held in Bismarck in August, and I hope you will all be planning to attend our Spring Training Conference in Devils Lake, April 8-9th.

Be thinking of our organization as you come into contact with other professionals in our field throughout the school year; encourage them to become members of our group so they may benefit from our networking and training opportunities. The value that comes back to each of us from that minimal investment of \$15 is unmatched!

Keep communicating with each other so we continue to share ideas and opportunities. We are a wonderful group of professionals who takes pride and enjoyment from our careers and we all are doing things worthy of developing and sharing.

I hope everyone is off to a great start to your school year!

Deb Holbrook

2014-2015 NDACTSNE President

2014-2015 NDACTSNE Executive Board

President: Deb Holbrook

President Elect: Maria Kaduc

Past President: Kalyn Botz

Secretary: Kandy Kasper

Treasurer: Kara Gruenberg

Awards Chairperson: Kathy Jerke

One Year Term: Pat Johnson

Two Year Term: Kathy Jerke

Three Year Term: Traci Eklund

Newsletter/PD Graduate Credit:
Audrey Kasprowicz

August PDC Highlights

**2014 Director's
Award of Excellence
Special Populations
Division Awarded to**
***Grand Forks Red
River High
School Resource
Education***



Deb Holbrook is in charge of the Resource Education program at Grand Forks Red River High School. The program serves a variety of students' needs in all academic areas by assisting the students with academic assistance, time management, study skills, and various other levels of support. The GF RRHS Resource Education program is a vital part of the success of the students at GF Red River High School in achieving their high school diplomas and with making future career decisions. Deb Holbrook establishes a one-on-one rapport with each of her students so they feel valued and empowered to stay in school.

2014 NDACTSNE *Fall* Newsletter



2014 NDACTSNE Award

Outstanding Indirect
Support Provider:

Karen Nickel

***West Fargo Public
Schools***



Karen is a strongest advocate and cheerleader for the Career and Technical Special Needs Program at West Fargo.

- She wrote numerous grant proposals bringing in thousands of dollars to provide summer job experiences for students with special needs.
- She has negotiated with the school administration to hire students to do much needed work for the school district.
- She has secured transportation enabling the CTRE Program to provide more community based learning opportunities; job shadows, job interviews, and college tours.
- She is an active member of the CTRE Advisory Committee and the Region V Community of Practice.
- She works with the school board to advocate for the CTRE Program and seeks the resources and support necessary to serve out youth.

Karen worked tirelessly and always with a positive attitude to solve challenges and improve the services we provide for students with special needs.



Thank you to Kalyn Botz
for the past year as
President of NDACTSNE.

A beautiful evening with a delicious meal was spent networking at
Linda Kuntz' country retreat.



Thank you, Linda, for
your gracious
hospitality!

Everyone had a
relaxing, enjoyable
evening!



2014 NDACTSNE Fall Newsletter



What makes up Special Populations in our schools?

Special Needs - The term "special needs" includes students with disabilities and disadvantaged or at-risk students, including those with limited proficiency in the English language.

Who are Students with Disabilities? - Individuals with disabilities," as defined by the Individuals with Disabilities Education Act, are those students with IEPs (Individual Education Plans) who cannot succeed in a regular career-technical education program without special assistance.

Who are Disadvantaged or At-Risk Students? - The term "disadvantaged" means individuals, other than those with handicaps, who have economic or academic disadvantages and who require special services and assistance in order to succeed in career-technical education programs. The term encompasses individuals who are members of economically disadvantaged families, migrants, individuals with limited English proficiency, and individuals who have dropped out from or are identified as potentially dropping out from secondary school.

What is Limited English Proficiency? - "Limited English Proficient" students are those who were not born in the United States or whose native tongue is a language other than English, those coming from environments where a language other than English is dominant, or American Indian students who come from environments where a language other than English has had a significant impact on their level of English proficiency.

What are Special Populations? - "Special Populations" include individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

What are Supplementary Services? - The term "supplementary services" means modification of curriculum, equipment, or classroom; supportive personnel; and instructional aids and devices.

Career and Technical Resource Education - Educational services for Career and Technical Education students who may also be members of Special Population groups.

Serving Secondary and PostSecondary Students

CAREER INFORMATION

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STAFFING



DO YOU HAVE ANY OTHER CALL HANDLING EXPERIENCE BESIDES SPENDING 6 HOURS A DAY ON YOUR CELL PHONE?

What is CTE?

Today's cutting-edge, rigorous and relevant career and technical education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers. Check out fast facts below, or learn more with our [Fact Sheets](#); [Issue Briefs](#), [Career Readiness Series](#) and [Other Publications](#); the [2014 ACTE-NRCCUA CTE Works! Research Report \(NEW!\)](#); [State CTE Profiles](#); and the [CTE Prepares the Qualified Workforce](#) summary of employment projections.

CTE Works for High School Students

High school students involved in CTE are more engaged, perform better and graduate at higher rates.

- 81 percent of [dropouts](#) say relevant, real-world learning opportunities would have kept them in high school.
- The average high school graduation rate for students concentrating in CTE programs is 90.18 percent, compared to an average national freshman graduation rate of 74.9 percent. **Now compare that figure to North Dakota's CTE Concentrators, with a 95.9% graduation rate!**
- More than 70 percent of secondary CTE concentrators pursued postsecondary education shortly after high school.

CTE Works for College Students and Adults

Postsecondary CTE fosters postsecondary completion and prepares students and adults for in-demand careers.

- 4 out of 5 secondary CTE graduates who pursued postsecondary education after high school had earned a [credential](#) or were still enrolled two years later.
- A person with a CTE-related associate degree or credential will earn on average between \$4,000 and \$19,000 more a year than a person with a humanities associate degree.
- 27 percent of people with less than an associate degree, including licenses and certificates, earn more than the average bachelor degree recipient.

2014 NDACTSNE Fall Newsletter



CTE Works for the Economy

Investing in CTE yields big returns for state economies.

- In Connecticut, every public dollar invested in Connecticut community colleges returns \$16.40 over the course of students' careers. That state's economy receives \$5 billion annually in income from this investment.
- In Washington, for every dollar invested in secondary CTE programs, the state earns \$9 in revenues and benefits.
- In Tennessee, CTE returns \$2 for every \$1 invested. At the secondary level, CTE program completers account for more than \$13 million in annual tax revenues.

CTE Works for Business

CTE addresses the needs of high-growth industries and helps close the skills gap.

- The skilled trades are the hardest jobs to fill in the United States, with recent data citing 726,000 jobs open in the trade, transportation and utilities sector and 256,000 jobs open in manufacturing.
- Health care occupations, many of which require an associate degree or less, make up 12 of the 20 fastest growing occupations.
- [STEM](#) occupations such as environmental engineering and science technicians require an associate degree and will experience faster than average job growth.
- Middle-skill jobs, jobs that require education and training beyond high school but less than a bachelor's degree, are a significant part of the economy. Of the 55 million job openings created by 2020, 30 percent will require some college or a two-year associate degree.

More Key CTE Statistics

Secondary:

- CTE serves 94 percent of all high school students, including male and female students, students from many races and ethnicities, and students from higher and lower income backgrounds. However, at the start of the 21st century, male students; students from smaller, lower income or rural schools; students who have disabilities; and students who enter high school with lower academic achievement were more likely to participate in secondary CTE at higher levels.

- In the 2010-2011 school year, according to the Office of Career, Technical and Adult Education, there were 7,494,042 secondary CTE participants, or students who took at least 1 credit of CTE, and 3,020,163 CTE concentrators who took multiple CTE credits in one career pathway.
- In 2009, the average number of credits earned in CTE by high school graduates was 3.6 credits. Over time, the percentage of students taking a few credits of CTE and students spreading their CTE credits across multiple career fields has increased, while the percentage taking a higher concentration of credits in one field has declined. This is due in large part to increased academic coursetaking on the part of all students, pointing to a [convergence in academics and CTE](#).
- In 2002, 88 percent of public high schools offered at least one CTE program. In addition, many high schools are served by area career centers--1,200 in 41 states, as of 2002.

Postsecondary and adult:

- CTE students on the postsecondary level are also a broad and varied group, but they are more likely than other students to be older, married and working part- or full-time. They are also more likely to come from a family background of less educational attainment.
- In the 2010-2011 school year, according to the Office of Career, Technical and Adult Education, there were 4,411,875 postsecondary CTE participants and 2,378,144 CTE concentrators. The National Center for Education Statistics, which uses different criterion, puts the number of undergraduates enrolled in career education programs in 2007-2008 at 12 million.
- CTE is offered at all levels of postsecondary education, including two-year and four-year colleges. In 2005, more than 5,700 postsecondary institutions--90 percent of all Title IV eligible schools--offered career education. In addition, about 3,200 postsecondary institutions awarded certificates that take at least one year but less than two years and more than 2,500 institutions awarded associate degrees and less-than-one-year certificates.
- From 1997 to 2007, there was a 58.4 percent increase in less-than-one-year certificates awarded at two-year institutions, a 28.5 percent increase in certificates that take at least one year but less than two years and an 18.7 percent increase in associate degrees.

The above data and citations are available from our [CTE Today Fact Sheet](#) and from the National Center for Education Statistics, the Office of Career, Technical and Adult Education, the American Association of Community Colleges, and publications from RTI International and MPR Associates.



2014 NDACTSNE *Fall* Newsletter



2014-2015 NDACTSNE Events -

Spring Professional Development

Devils Lake, ND ~ April 8 & 9, 2015

Lake Region State College –



Tours and information will be presented about the following programs:

- **Criminal Justice**
- **Wind Energy Technician**
- **Law Enforcement**
- **Peace Officer Training**
- **Simulator Maintenance Technician**

Watch for more information in the Winter Newsletter.

**Contact any NDACTSNE board member
for more information.**

Upcoming ACTE Events – Get Involved

- ✓ ACTE Career Tech Vision Conference - November 19-20, 2014 in Nashville, TN.
- ✓ ACTE Region V conference will be on April 15-17, 2015 in Kansas City.
- ✓ There are scholarships to attend regional and national conferences.



Nashville, Music City, is getting ready for you! Don't miss ACTE's CareerTech VISION and CareerTech Expo in Nashville, Tennessee, **November 19–22, 2014!**

www.careertechvision.com

Are you looking for exciting new ways to learn, engage and connect with other CareerTech professionals? Are you committed to develop a successful adaptable and competitive workforce? If so, VISION 2014 is for you.

VISION 2014 and CareerTech Expo brings CTE professional (educators, administrators, researchers, guidance counselors and others involved in planning and conducting CTE programs at the secondary, postsecondary and adult levels) together to share new ideas and best practices that will help them be prepared for their greatest challenges—all while connecting to inspirational general keynote speakers, didactic idea labs, the latest technologies, hands-on workshops, powerful business connections at the CareerTech Expo and much more.

When you **register for VISION 2014**, you will receive:

- Access to a full day of business meetings, pre-VISION workshops, tours and ACTE's Excellence Awards Banquet (additional fees may apply)
- Three full days of superb inspirational professional learning opportunities that will help build the skills to develop a successful and adaptable competitive workforce
- Unlimited networking opportunities with nearly 4000 educators, education leaders and business partners from around the country
- Three powerful keynote addresses from CareerTech leaders and experts
- The opportunity to choose from more than 100 sessions in a variety of formats, including lectures, roundtables and hands-on learning environments
- Access to more than 200 companies at the CareerTech Expo featuring the latest products, technologies, tools and techniques that can improve your classroom and school.



State Board Meetings

- September 22, 2014
- October 20, 2014

Professional Development

- August 10-12, 2015

2014 NDACTSNE



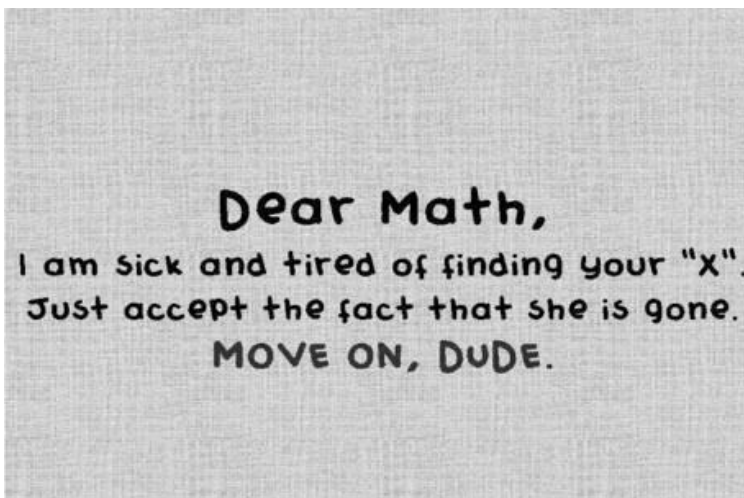
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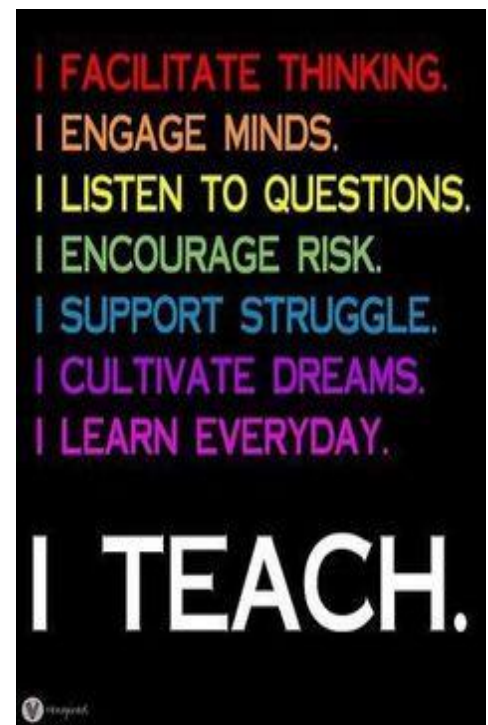
PARTING THOUGHTS

The best way to predict your future is to create it. ----

Abraham Lincoln



TEACH
encourage
instruct
MENTOR
PRAISE
influence
GUIDE
INSPIRE



North Dakota Association of Career & Technical Special Needs Educators (NDACTSNE)

Membership Application

Last Name:		First Name:	M.I.:
School/Institution:			
Home Address:		City:	
State:	ZIP:	Home Phone:	
		Cell Phone:	
E-mail Address:			

Select from the following membership opportunities:

Amount

- ☐ NDACTSNE \$ 15.00 _____
- ☐ ACTE (Includes NDACTE) \$115.00 _____
- ☐ Student Membership \$ 2.00 _____
- Total Due _____

Make Checks Payable To: NDACTSNE	Mail To: Mail To: Kara Gruenberg ND State College of Science 800 6 th Street North Wahpeton, ND 58076
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